



COLLEGE PARK ELEMENTARY

100 Davidson Drive
Ladson, SC 29456

GRADES K-5 Elementary School

ENROLLMENT 851 Students

PRINCIPAL Gloria H. Parker 843-797-2711

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	63	22	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	No

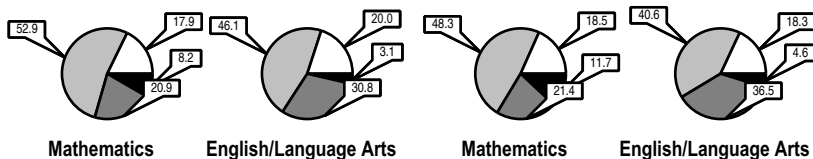
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	458	99.3	19.4	46.4	31.0	3.1	46.0	Yes	Yes
Gender									
Male	244	99.2	24.9	47.5	26.2	1.4	41.2		
Female	214	99.5	13.4	45.3	36.3	5.0	51.2		
Racial/Ethnic Group									
White	305	99.0	16.2	47.2	33.1	3.5	48.2	Yes	Yes
African-American	105	100.0	28.0	47.3	24.7	0.0	35.5	Yes	Yes
Asian/Pacific Islanders	22	100.0	18.2	22.7	45.5	13.6	63.6	I/S	I/S
Hispanic	25	100.0	27.3	59.1	13.6	0.0	40.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	384	99.5	14.0	46.1	36.3	3.6	53.4		
Disabled	74	98.7	50.0	48.4	1.6	0.0	4.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	458	99.3	19.4	46.4	31.0	3.1	46.0		
English Proficiency									
Limited English Proficient	16	100.0	50.0	37.5	0.0	12.5	25.0	I/S	I/S
Non-Limited English Proficient	442	99.3	18.2	46.8	32.3	2.7	46.8		
Socio-Economic Status									
Subsidized meals	205	99.0	25.3	47.8	25.8	1.1	38.2	Yes	Yes
Full-pay meals	253	99.6	14.8	45.3	35.2	4.7	52.1		

Mathematics - State Performance Objective = 15.5%									
All Students	458	99.6	17.5	53.2	21.0	8.3	47.0	Yes	Yes
Gender									
Male	244	99.6	17.1	53.6	19.8	9.5	46.4		
Female	214	99.5	17.9	52.7	22.4	7.0	47.8		
Racial/Ethnic Group									
White	305	99.3	14.4	52.3	22.8	10.5	50.5	Yes	Yes
African-American	105	100.0	26.9	61.3	10.8	1.1	31.2	Yes	Yes
Asian/Pacific Islander	22	100.0	9.1	40.9	36.4	13.6	68.2	I/S	I/S
Hispanic	25	100.0	27.3	45.5	22.7	4.5	45.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	384	99.7	11.7	54.6	24.0	9.7	53.2		
Disabled	74	98.7	50.0	45.3	4.7	0.0	12.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	458	99.6	17.5	53.2	21.0	8.3	47.0		
English Proficiency									
Limited English Proficient	16	100.0	37.5	43.8	12.5	6.3	25.0	I/S	I/S
Non-Limited English Proficient	442	99.6	16.7	53.6	21.4	8.4	47.9		
Socio-Economic Status									
Subsidized meals	205	99.0	23.7	57.0	15.6	3.8	35.5	Yes	Yes
Full-pay meals	253	100.0	12.7	50.2	25.3	11.8	56.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	156	98.7	13.2	42.6	34.6	9.6	44.1
	Grade 4	148	98.6	27.1	46.6	25.6	0.8	26.3
	Grade 5	140	100.0	35.0	54.5	10.6	N/A	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	140	99.3	14.9	41.8	35.8	7.5	43.3
	Grade 4	156	99.4	21.3	44.0	32.7	2.0	34.7
	Grade 5	162	99.4	22.8	53.2	23.4	0.6	24.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	156	99.4	10.9	55.5	23.4	10.2	33.6
	Grade 4	148	100.0	11.3	46.6	24.8	17.3	42.1
	Grade 5	140	100.0	26.0	59.3	9.8	4.9	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	140	99.3	13.4	62.7	21.6	2.2	23.9
	Grade 4	156	99.4	17.3	51.3	21.3	10.0	31.3
	Grade 5	162	100.0	23.3	46.5	19.5	10.7	30.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 851)				
First graders who attended full-day kindergarten	85.8%	N/C	100.0%	100.0%
Retention rate	3.1%	Up from 1.8%	2.7%	2.7%
Attendance rate	95.8%	Up from 95.3%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%		3.0%	3.5%
Eligible for gifted and talented	20.1%	Up from 17.0%	16.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 9.0%	9.0%	8.2%
Older than usual for grade	1.4%	Up from 1.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	35.3%	Up from 34.0%	52.2%	51.4%
Continuing contract teachers	92.2%	Up from 90.0%	90.0%	87.5%
Highly qualified teachers**	89.4%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 90.9%	88.6%	86.7%
Teacher attendance rate	95.5%	Up from 95.2%	95.0%	94.9%
Average teacher salary	\$40,941	Up 2.9%	\$40,901	\$40,760
Prof. development days/teacher	15.8 days	Up from 11.7 days	12.1 days	12.4 days

School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 21.5 to 1	19.6 to 1	18.9 to 1
Prime instructional time	89.8%	Down from 90.0%	90.2%	90.0%
Dollars spent per pupil*	\$5,159	Down 10.0%	\$5,739	\$6,044
Percent of expenditures for teacher salaries*	63.0%	No change	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

College Park Elementary, a school of academic excellence with a safe and caring environment, had a wonderful school year. Our students all made academic progress, had numerous opportunities for artistic expression, and gained in self-esteem through a variety of activities.

A staff of 58 certified professionals and 34 classified or support staff members worked to provide 885 students a variety of educational experiences. Academically, grades 4 and 5 posted a decrease in the percentage of students scoring "Below Basic" in math on the PACT assessment. Grade 4 posted an increase in the percentage of students scoring "Advanced" and "Proficient" in math. Grades 3 and 4 posted an increase in the percentage of students scoring "Advanced" and/or "Proficient" in English/Language Arts. In an effort to enhance instruction, three teachers applied for and received funding for grants totaling \$10,427.

This is the second year that College Park Elementary received Title 1 funds. Through these funds, materials and supplies were purchased to support the Language Arts program and the Everyday Math initiative. Funds also provided opportunities for professional staff development and assisted in maintaining academic support through computer lab and programmed instruction. Parents were offered a variety of activities designed to provide information and assist the academic growth of their children.

Students are encouraged to participate in organized groups, clubs, and events, which promote good citizenship and develop leadership potential. The 93-member Chorus with 11 All County Chorus representatives, the Art Club, the Astronomy Club, and several student book clubs allowed students a venue for expression. The Student Council offered students a forum to develop civic responsibilities, as well as learn about our government.

One of the primary goals of our school and School Improvement Council is to increase opportunities for student learning. Our staff works hard to keep abreast of current research concerning the best methods for teaching children, so time and effort can be maximized for each student. Additional opportunities for learning have been offered through and after-school tutorial program serving students in Grades 1-5.

College Park Elementary does not succeed by itself. Each student strives to reach his or her potential through a nurturing, challenging, student-centered curriculum involving a commitment from our families, school staff, and community.

Gloria H. Parker, Principal

Mary Dick, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	60	141	100
Percent satisfied with learning environment	89.7%	79.3%	83.8%
Percent satisfied with social and physical environment	86.4%	86.9%	78.6%
Percent satisfied with home-school relations	62.1%	90.5%	80.8%

*Only students at the highest elementary school grade level at this school and their parents were included.